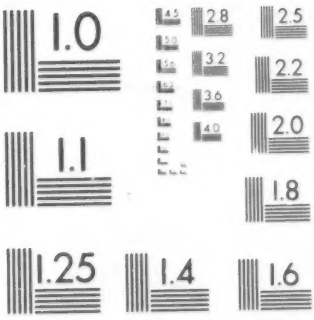

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ABSTRACT

The report describes progress in a collaborative review of the current New Jersey system for delivering special education programs and services, with particular emphasis on concerns about labeling practices, the efficacy of programs, use of personnel, and the funding system. Brief summaries of 10 school districts designated as demonstration site districts during the 1981-82 year explain varying approaches to implementing alternative delivery systems. The five phases of the project are: review of professional literature; State Education Agency organizational framework; demonstration projects; dissemination/outreach efforts; and project policy formation which involved the formation of a Special Education Study Commission and Subcommittees on program options, training, funding, and child study teams. Future plans for the project are listed. (CL)

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PROJECT TO STUDY THE EFFECTIVENESS OF ALTERNATIVE SPECIAL EDUCATION SERVICE DELIVERY SYSTEMS

A PROGRESS REPORT

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NEW JERSEY DEPARTMENT OF EDUCATION

Project to Study the Effectiveness of Alternative Special Education Service Delivery Systems

A Progress Report

January 1983

New Jersey State Department of Education

EC 172535

ACKNOWLEDGMENTS

This report was prepared by staff of the Branch of Special Education and Pupil Personnel Services, New Jersey State Department of Education, Dr. Paul B. Winkler, Deputy Assistant Commissioner. Under the leadership of Dr. David Winikur the following persons contributed to the development of this document: Dr. Marilyn Gonyo, Ms. Maureen Keller, Dr. Gregory Norcott, Ms. Barbara Rell, Ms. Ellen Schechter and Ms. Roberta Wohle.

BACKGROUND

Since the Spring of 1981, the New Jersey Department of Education, working cooperatively with members of the State Legislature, has been reviewing the current system for the delivery of special education programs and services. At issue have been concerns about labeling practices, the efficacy of programs, use of personnel and the system of funding such programs and services. Entering into a planned change program of study, Department staff developed a "Project Proposal" (Note 1) and implementation was begun later in 1981. Since that time, much has been learned with regard to important issues under consideration.

The purpose of this document, then, is to present this information concisely so as to inform the public and interested professionals as to what has transpired thus far, the structures that have evolved, the anticipated outcomes, and the time frame for future activity.

PROJECT STRUCTURE AND OVERVIEW

The plan for considering a new special education service delivery system had as its basis the assumption that substantive change could not and would not occur without the participation and acceptance of a broad range of constituencies. The collaborative plan of action, as well as phases of the project are depicted in Figure 1. At the center of this representation is the expression of the project goal statement, namely to "determine the advisability and feasibility of alternative special education delivery systems." In order to actualize this goal, five project phases were developed. Each phase will be described below.

PHASE I - Review of Professional Literature

In this initial phase, the intent was to gain a thorough knowledge of what the research literature had to say about categorical and noncategorical systems of special education service delivery. Also of interest were service delivery systems in those states such as Massachusetts, Vermont, South Dakota and Maryland which had variations of the traditional service delivery system. An investigation was made of systems used by other countries as well. This information provided a state of the art which could be used for planning and development work. This material was made available to all other interested groups and individuals.

PHASE II - State Education Agency (SEA) Organizational Framework

In order to undertake this project, the State Department of Education (SEA) committed a significant amount of resources to the effort, particularly in terms of personnel time. Initially, an SEA advisory unit was established comprised of individuals from within the Department of Education, both field based and central office based, who would react to proposed plans for policy directions and implementation efforts. Out of this unit evolved a project coordinating unit which has shared responsibility for the development of materials, coordination, planning and implementation. Each of the local demonstration project sites was assigned an SEA facilitator, an individual from the SEA staff directly responsible for assisting that school district to plan and implement its part of the project of alternative service delivery. The facilitator served as an information provider, a prodder where necessary,

and a motivator. Further, the facilitator periodically visited and consulted with district staff to assure both that regulatory mandates were adhered to and that quality control efforts were in place. Finally, from time to time external consultants have been utilized to review literature, evaluate the demonstration projects and facilitate planning activities.

PHASE III - Demonstration Projects

This component has been a major element in the overall project effort. Through a formal identification procedure, persons throughout the state were asked to nominate districts which would be interested in participating in this project. The role of the nominated districts was to focus upon different components of the service delivery model such as early identification, prevention, assessment team composition, program development, etc. The project provided an opportunity for these districts to develop and field test an alternative that would potentially improve service delivery in a cost-effective manner and lend itself to a system which focused on programmatic rather than disability labels.

The LEA sites were selected for a number of reasons including their commitment to the development of an alternative, their ability to deliver services in the traditional manner and the district's willingness to commit personnel to work on the project. Few incentives other than professional improvement and the possibility of improved service delivery were offered participants.

The potential pilot districts submitted preliminary proposals for review. Subsequent visits by Department staff were made to each of the sites. After the goals of the project were explained to each potential participant, the SEA received assurance that the superintendent and board of education were involved and committed to the effort. A year was spent in the careful design and planning of each demonstration site project. It was imperative that each project was designed in such a way that it could be easily evaluated. Certain legal and fiscal considerations attached to these projects also had to be specified.

In selecting the districts, consideration was given to a number of organizational readiness factors that served to indicate the extent to which each district was "ready" to participate in the Project. The following organizational "readiness factors" were considered in proposal review and subsequent interviews:

1. Resources within the school district, both human and fiscal, to participate in the State Project.

2. Commitment of the school district to assign school personnel to coordinate and participate in all phases of the project.

3. Understanding of school personnel regarding the purpose of the State Project and its potential usefulness to their district as well as to other districts in the State.

4. Obligation of school personnel to become actively involved in the design and implementation of an Alternative System.

5. Climate in the school district for creating programmatic change in special education.

6. Clarity of the district's ideas relative to the proposal of an Alternative System.

7. Relevance of the district's proposal to the goals of the State Project.

In making a final judgment about organizational readiness factors, the following questions were asked:

a. To what extent does it appear that the Alternative System being proposed can be designed and implemented in a practical manner in the district?

b. To what extent does it appear that the Alternative System being proposed will result in useful descriptive evaluation information about its design, implementation, and effectiveness?

c. To what extent does it appear that the information about the Alternative System will be worth the cost involved in obtaining it?

d. To what extent does it appear that the Alternative System can be designed, implemented, and assessed in a way that is ethical (i.e., takes into consideration the rights of participants in the district project)?

A variety of State Department of Education personnel were involved in consideration of the proposals as to their readiness for Project participation.

These personnel included members of the Branch Project Coordinating Unit, outside evaluation and planning consultants, and county child study supervisors. The Proposal Review and Submission Process (Phase 1) occurred between June, 1981 - October, 1981. Districts were notified about acceptance into the Project during that time period, and an organizational meeting of the Demonstration Site Districts was held during November, 1981.

The public school districts included as Demonstration Site Districts during the 1981-82 Project year were:

- Bergenfield Public Schools
- Cape May County Schools for Special Services
- Glassboro Public Schools
- Hampton Borough Public Schools
- Hoboken Public Schools
- Montgomery Township Public Schools
- Paterson Public Schools
- Region VI Council for Special Education: Bergen County
- Salem County Vocational-Technical Schools
- South Brunswick Township Public Schools

The Demonstration Site Districts emphasized a wide variety of approaches to implementing alternative delivery systems as summarized in the brief descriptions which follow.

Bergenfield Public Schools

The participation of the Bergenfield Public Schools in the Project involves their Project Team in design, implementation, and outcome assessment of three Alternative Special Education Service Delivery Systems. These systems are: (1) an Assessment System for screening of children in early elementary grades to identify children at risk for academic failure; (2) an Instructional System for organizing special education pupils in academic instructional target groups; (3) a Related Service System for providing consultation by child study team members to school principals and classroom teachers on a regular basis.

The Assessment System employs methods and procedures of assessment, commonly referred to as early identification and screening methods, that will be multidimensional in nature, and that will result in educationally relevant information that can help prescribe preventive educational intervention for children in early elementary grades (K-2).

The focus of the Instructional System is on development of a set of group assessment procedures and decision rules that will be helpful in organizing special education pupils into instructional target groups that possess similar instructional needs and related learning characteristics.

The focus of the design of a Related Services System is on developing a set of procedures whereby district child study team members can incorporate administrative and teacher centered consultation as integral parts of their daily work routines. In particular, the system will build on initial formative experiences of child study team members of the Bergenfield Public Schools in providing consultation services.

Cape May County Schools for Special Services

The participation of this school district in the Project helps center attention on an important area of special education service delivery, namely the development of procedures for assuring that pupils referred as candidates for the Special Services District are selected and placed according to appropriate criteria. Thus, the Alternative System to be designed is an assessment/program placement decision making system. More specifically, the focus of the design of the System will be twofold:

1. To develop procedures and criteria for determining eligibility of pupils for inclusion into the Cape May County Schools for Special Services, with eligibility determination based upon level of psycho-educational need.

2. To develop procedures and criteria for assigning eligible pupils into various levels of educational programming, based upon level of psycho-educational need.

The relevance of the Alternative System to be designed and implemented is that, although much discourse has occurred concerning the linkage of educational need to level of program, few procedures or appropriate eligibility and program placement criteria have been developed and validated. This Alternative System may provide useful descriptive and evaluative information about such procedures and criteria for use in special service school districts, as well as other districts with moderate to severely handicapped populations.

Glassboro Public Schools

Glassboro has been involved during the past year in planning for and designing three Alternative Systems that may be viewed as separate, yet interrelated. The three systems are: (1) Organization of Programs, which may be considered an instructional system; (2) Assessment Program, a particular kind of assessment system; and (3) Information Management Program.

The Organization of Programs is based upon "programmatic needs of students," rather than diagnostic classification categories. A continuum of program and service options is being developed. This continuum is characterized at one end as settings wherein the special education pupil is in interaction with many pupils, while at the other end, special education pupils interact with a relatively few number of pupils. The continuum of program options is intended to be the framework for organizing the provision of special education.

The Assessment Program is based in part upon a variety of assessment procedures already developed and utilized in schools throughout the nation. It is designed to allow individual pupil assessment to occur that is considered efficient, effective, and equitable. Moreover, the system is intended to result in information about the pupil's "programmatic needs" so that decisions can be made as to what educational program option may be in the best interest of each pupil in need of special education.

The Information Management System is intended to provide special education program decision makers with information about individual and group pupil progress, program costs, and program staff time expenditures. It is anticipated that this will allow relevant information to be gathered, stored, retrieved, analyzed, and interpreted to facilitate program decision making.

Hampton Borough Public Schools

The Hampton Borough Public Schools, a K-8 school district comprised of one school building in Hunterdon County, is a rural school district. However, the focus of their involvement in the Project is on an area of special education service delivery that is relevant to all kinds of school districts, namely the coordination of special education services to pupils in need by means of a resource room/learning center arrangement. Toward this end, it can be seen that two Alternative Systems are being designed in Hampton: (1) An Instructional System, in which handicapped pupils are provided academic instruction in regular classrooms and in the Special Education Learning Center; (2) A Related Service System, whereby child study team members play a major role in instructional program coordination by means of consultation and personnel development activities.

Not unlike many public schools, the Hampton School operates a resource room service delivery arrangement, termed the "Special Education Learning Center" (SELC). By means of the SELC, various handicapped pupils are provided academic instruction for part of the school day, with the remainder of the school day spent in regular education classrooms. As part of the Project, the Alter-

native System to be designed will be one whereby handicapped pupils are provided instructional programs in a way that time and learning experience both in regular classrooms and in the SELC are maximized. The System to be developed will include a set of policies, procedures, and evaluative criteria for regular classroom SELC instructional program coordination.

The Related Services System, currently being designed, is one which is to be directly limited to the instructional system discussed above. More specifically, the Related Service System will have as its intent the utilization of child study team members as instructional consultants to regular education and special education teachers and parents. Such consultation is to be considered broad-based in nature, aimed at assisting teachers and parents in designing and re-designing educational programs for the students. As part of this System, the personnel development needs of school staff and parents are expected to be identified serving as a basis for the design of personnel development programs for identified populations.

Hoboken Public Schools

This urban public school district in Hudson County had focused its Project efforts on design of an Alternative System to provide preventive educational programs to kindergarten children. However, the district withdrew from the Project for the 1982-83 year, due to local district resource constraints.

Montgomery Township Public Schools

The Alternative System designed in this district is a Pre-Referral Service Delivery System that provides a vehicle for child study team members to deliver a variety of assessment and consultation services to regular classroom teachers. The pre-referral services are intended to assist teachers in instructional and behavioral management of the individual pupil, at a point in time when the teacher is initially concerned about the pupil, rather than at the time when the teacher decides to refer the pupil for evaluation for possible special education services. Consideration currently is focused on identifying the particular kind of classroom-based assessment procedures that might be employed, as well as the types of instructional assistance and behavior management assistance that can be provided to regular classroom teachers by child study team members. Parental involvement when pre-referral services are provided to classroom teachers, is another integral part of the project.

Paterson Public Schools

The Paterson School District is focusing on an assessment intervention model designed to enhance cognitive development of elementary school children in regular and special education settings. Five interrelated components will be addressed including community and parent awareness of cognitive instructional activities, staff development and cognitive instruction, and program evaluation designed to assess the efficiency of cognitive training. The following provides a brief description of each component:

1. Community/Parental Involvement Component - designed to make community and parents aware of the System as well as to involve them in cognitive instructional activities.

2. Staff Development Component - designed to train school administrators, teachers, and specialists in areas of cognitive development of children and cognitive instructional strategies.

3. Cognitive Instructional Component - designed to provide a program of cognitive instructional experiences to elementary school children in regular and special education classrooms to enhance cognitive and academic skills.

4. Special Services Component - designed to provide child study team assessment services that focus on obtaining information about cognitive potential of elementary school children as a basis for individualized program development.

5. Evaluation Component - designed to assess the implementation and outcome of cognitive instruction on elementary school children.

Region VI Council for Special Education: Bergen County

The focus of the Bergen County Region VI Project is the development of a service delivery model that de-emphasizes the labeling of students. In particular, the Project is exploring the feasibility of reorganizing special educa-

tion services around a clearly differentiated continuum of program options that specifies the primary instructional function and specific curricular features of each program. To this end, the Project staff are conducting an extensive literature review, relevant to effective special education organizational and instructional practices. In addition, several task forces, comprised of local district representatives, have been organized to study the strengths and weaknesses of New Jersey's current special education service delivery system.

Salem County Vocational-Technical Schools

This vocational-technical school district in southern New Jersey provides a range of special education services, with a vocational program emphasis, on a full-time and part-time basis to a diversity of special education students. As part of their participation in the Project, staff from that district are involved in the design of an Alternative System whereby "vocationally-relevant" assessment information will be gathered, organized, analyzed, and interpreted as a basis for: (a) eligibility determination for vocational education programs for special education pupils; and (b) assignment of pupils to various levels of vocational education programming. Currently, the System being designed is expected to actively involve the district's Non-Traditional Child Study Team in a range of assessment and instructional programming activities, especially in conjunction with professionals from the referring public school districts.

South Brunswick Township Public Schools

This K-12 district is developing on Alternative System entitled, "The Generic Approach to Special Education." The system will employ a four phase problem solving model in both its conceptual and operational framework. There are to be two interrelated systems to South Brunswick's generic approach to special education, the Assessment System and the Instructional and Related Services System.

The Assessment System is comprised of five components: (1) the screening and early identification program, (2) the school assistance team program, (3) the special education referral program, (4) the special education evaluation program, and (5) the case management program. Elements of the assessment system include such strategies as pre-referral intervention; the development of service plans which delineate assessments, intervention and monitoring services for youngsters in regular and special education; diagnostic placements and multilevel evaluation activities that include classroom based assessment.

The Instructional and Related Service System encompasses educational and support services provided to students with special learning needs in both regular and special education which is non-categorical in its approach and is structured around a two dimensional continuum of services model. The number of hours of service and the degree of differentiation from the regular education curriculum are the dimensions used to place a pupil within one of the eight service levels along the continuum.

PHASE IV - Dissemination/Outreach Efforts

The importance of keeping all constituent groups informed was recognized. As can be seen from Figure 1, interested groups were identified and ongoing communication maintained through a variety of dissemination efforts including publications by the Department, meetings with and presentations to groups, articles for newsletters, press releases, etc.

PHASE V - Project Policy Formation

This phase of the project involved the development of what was initially termed the "Blue Ribbon Commission." Subsequently, renamed the "Special Education Study Commission," the group is comprised of representatives of professional associations, school boards and teachers' associations, five state legislators including the Chairperson of the Assembly Education and Senate Education Committees. Representatives from universities, leaders from the business community, local district personnel, parents and a member of the State Board of Education also participate as members of the Commission. The former Assembly Education Committee Chairperson serves as the Commission leader. (Refer to Appendix 1 for Commission Membership Listing.)

The intention for formulation of the Commission was to draw upon a wide range of individuals who did not necessarily have an investment in special education but who were concerned with issues relative to education and were thoughtful and open-minded with respect to the current delivery system. The charge to the Commission was to review the current system, consider alternatives to that system, evaluate the data from the demonstration projects, listen to experts

in the field, and eventually make recommendations to the State Department of Education, the State Board of Education and the Legislature. Operating within a two-year timeframe, the Commission will offer recommendations as to whether or not there should be wide-ranging change in the system, or whether the system is basically sound and thus should be maintained with slight or no regulatory alteration.

At its first meeting in April, 1982, the Commission identified issues critical to the comprehensive review of current special education service delivery as well as to the formulation of constructive recommendations for change. Analysis of this information provided the framework for the establishment of four working subcommittees. These subcommittees are discussed further below.

The Commission as a whole has convened regularly. Meetings were designed to permit an opportunity for persons with specific expertise to address the Commission on topics of relevance to ongoing study.

Operational timelines have been established. Important dates and related activities are delineated below:

June, 1983 . Individual Subcommittee reports presented to Commission

September - November, 1983 . Public Hearings

December, 1983 . Preliminary Commission recommendations presented to Commissioner of Education, Commissioner's Advisory Council, Assembly Education Committee, Senate Education Committee, State Board of Education

January - March, 1984 . Public input sessions

June, 1984 . Final Commission recommendations completed and presented to Commissioner of Education, Commissioner's Advisory Council, Assembly Education Committee, Senate Education Committee and State Board of Education.

The Commission's four subcommittees include: 1) Funding, 2) Training, 3) Role and Function of Child Study Teams and, 4) Program Options. A brief description of each subcommittee follows. (See Appendix III for Subcommittee membership listing.)

Program Options Subcommittee

The purpose of this subcommittee is to investigate models of organization for the delivery of special education programs and services with an eye toward improving New Jersey's current format. Early efforts of the subcommittee involved identifying factors that would be associated with an "ideal" service delivery system and in reviewing how other states (particularly those that had

a system materially different than New Jersey's) organized themselves. Such review identified Maryland and Massachusetts as two states that were of interest. Both states had so-called "non-categorical" programs for special education and had developed fairly sophisticated models for delivery. Concern was expressed in terms of how these systems were received by parents and educators as well as bureaucrats and whether verbal and written descriptions reflected accurately what occurred in the schools. Toward this end then, representatives from these states were invited to meet with the subcommittee and share their views. Soon after, members of the subcommittee visited schools in these two states closely questioning parents, teachers and administrators.

Paralleling the investigation of other state practices has been the ongoing development and refinement of a new model for the delivery of special education. While such a model still requires further thought and refinement some points relative to the direction that is being taken can be made. The subcommittee felt that special education services would best be organized around a child's educational program needs, rather than a disability label. It was hypothesized that perhaps a categorical system based upon programmatic dimensions might be an avenue worth pursuing. To further this end it was believed that a full exploration of special education curriculum, and the relationship of this curriculum to those of the general education program, was essential. Study of this topic has been initiated as other activities of alternate model investigation and development continue.

Training Subcommittee

The purpose of this subcommittee is to investigate the status and adequacy of personnel preparation and development programs in New Jersey as well as to generate recommendations for change consistent with a programmatic service delivery system. To this end, the subcommittee has focused its study on issues pertinent to the preservice and inservice training received by personnel involved in the education of handicapped children.

In its study of personnel preparation programs, the subcommittee was engaged in a number of efforts including an analysis of how New Jersey's current certification requirements compare with requirements from those states which provide so-called "non-categorical" services to handicapped students. Select faculty members from within the state's colleges and universities as well as other persons were invited to present their professional perceptions of specific preparation programs.

Existent mandates for personnel development, incentives for participation in such training, and the viability of inservice training at the local level were among those issues addressed in the subcommittee's study of inservice. Other states' experiences during the transition period from a categorical to a less traditional service delivery system were examined in light of the evident need for comprehensive and rapid training of personnel.

Although continued exploration and study are necessary before preliminary recommendations are developed, some general indication of direction has emerged. Foremost is recognition of the importance of effective training in

the transition from a traditional, categorical service delivery system to one with a programmatic emphasis. The utilization of child study team personnel in a more consultative role as well as increased support of regular educators are viewed as critical to the integrity of an alternative service delivery system.

Funding Subcommittee

The funding subcommittee was organized to examine the special education finance methods currently used in New Jersey and to recommend possible alternatives to these funding practices, if deemed necessary, once comprehensive assessment is completed. Five major areas of inquiry were established by the subcommittee:

1. Receive and review information and recommendations made by previous Task Forces or Commissions on special education finance in New Jersey.

2. Examine the New Jersey general funding (equalization) mechanism and delivery of education funds to school districts.

3. Examine the special education funding mechanism and delivery of funds in New Jersey including a determination of what and how special education programs/services are funded.

4. Identify effective cost management theory and practice for special education.

5. Examine funding patterns and special education finance issues from a national perspective.

As regards these five areas of inquiry, the Funding Subcommittee has completed preliminary deliberations on each through literature reviews and consultation with knowledgeable individuals in the field of school finance. The subcommittee will be working in close cooperation with the other four subcommittees so that it will be able to make comprehensive recommendations regarding the financial impact of any alternative system other subcommittees may recommend. Considerable emphasis will be placed on examining the implications any future state funding plan might have in contrast to the current funding levels in New Jersey.

Role and Function of the Child Study Team Subcommittee

The Role and Function of the Child Study Team Subcommittee was organized for the purpose of reviewing the prevailing and potential practices of multidisciplinary teams and the impact of each on the overall special education service delivery system. Initially, the subcommittee reviewed the "child study team" concept from an historical perspective, while gaining familiarity with pertinent federal and state mandates.

As a result of these activities, the subcommittee recognized New Jersey's foresight in mandating multidisciplinary decision-making, and has consequently directed its effort toward strengthening the role of the child study team. Therefore, the subcommittee decided to secure suggestions, from parents and professional special education interest groups throughout the state, regarding

the enhancement of child study team functioning. In addition, the subcommittee contrasted team models in other states with New Jersey's child study team model and reviewed literature relevant to multidisciplinary practices.

The issues of concern which the subcommittee has recognized thus far include: (a) the amount of opportunity provided to team members with regard to prevention and early intervention consultation; (b) the kinds of assessment data needed to determine pupil eligibility for special education and related services; (c) the types of assessment data that are relevant to the formulation of individualized education programs; and (d) the relevance of "labels" to educational programming.

Future efforts will be aimed at gathering information pertinent to each of these issues. Prior to the formulation of recommendations, the subcommittee intends to review all the suggestions secured from the special education organizations, meet with staff from the demonstration sites who are engaging in innovative child study team practices, and consult with college and university personnel knowledgeable about the "state of the art" regarding multidisciplinary team services.

FUTURE PLANS

The continued involvement of the Special Education Study Commission, the Demonstration Sites and the New Jersey State Department of Education will advance the project to its final stages. Each component will contribute to a portion that will finally result in a culmination of effort. The anticipated next steps include:

Special Education Study Commission

- Maintain its operational structure through the four original subcommittees;

- Develop a curricular task force as an outgrowth of the program option subcommittee;

- Identify curricular options, materials and instructional techniques;

- Present individual subcommittee reports to the full Commission by June of 1983;

- Conduct public hearings;

- Review and modify these preliminary findings of the Commission during the 1983-1984 year;

- Submit preliminary findings to the Commissioner's Advisory Council on the Handicapped, Commissioner of Education, the State Board of Education, the Assembly Education Committee and the Senate Education Committee by January 1, 1984;

- Conduct public input sessions and;

- Develop final Commission recommendations by June, 1984.

Demonstration Sites

- Complete baseline data collection regarding salient aspects of a district's special education service delivery system;

- Analyze information collected regarding district's system of special education delivery;

- Conduct evaluation of outcomes of the pilot projects for 1982-83;

- Analyze and synthesize evaluation results;

- Review results with the Planning and Evaluation Team as the basis for further program design and evaluation adjustment;

- Report findings and recommendations to SEA and;

- Continue attempts to expand demonstration sites to include education units within the Department of Health, Department of Human Services, Department of Corrections, Private Schools and a Regional High School.

Department of Education

- Continue to function throughout the project as a resource and reaction component;

- Continue to provide support to the activities of the Special Education Commission and;

- Provide consultation and technical assistance to all phases of the project;

- Prepare interim and final reports of Project efforts;

- Continue dissemination efforts keeping all members of the special education community informed of Project progress;

- Finally, work with the State Board, Commissioner of Education and the Legislature to formulate decisions regarding Project recommendations.

CONCLUSIONS

This attempt to study, experiment with and consider changes in a major educational delivery system represents a departure in the typical style of operation associated with most large bureaucratic institutions. The utilization of a planned change approach and the collaborative effort described herein represent a thoughtful and studied effort to build a consensus as we approach the future.

If the process is successful and the delivery system, no matter what its form, is strengthened then four factors undeniably would account for such an outcome: 1) careful planning, 2) broad based participation, 3) evaluation, and most importantly, 4) the high caliber of participants in all phases of the project.

REFERENCE NOTES

1. Winikur, D.W., Keller, M.R., Stefkovich, J., Project to Study the Effectiveness of Alternative Special Education Service Delivery Systems: A Proposal. Trenton, N.J.: New Jersey State Department of Education, 1981.

Figure I

State of New Jersey
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Special Education Study Commission

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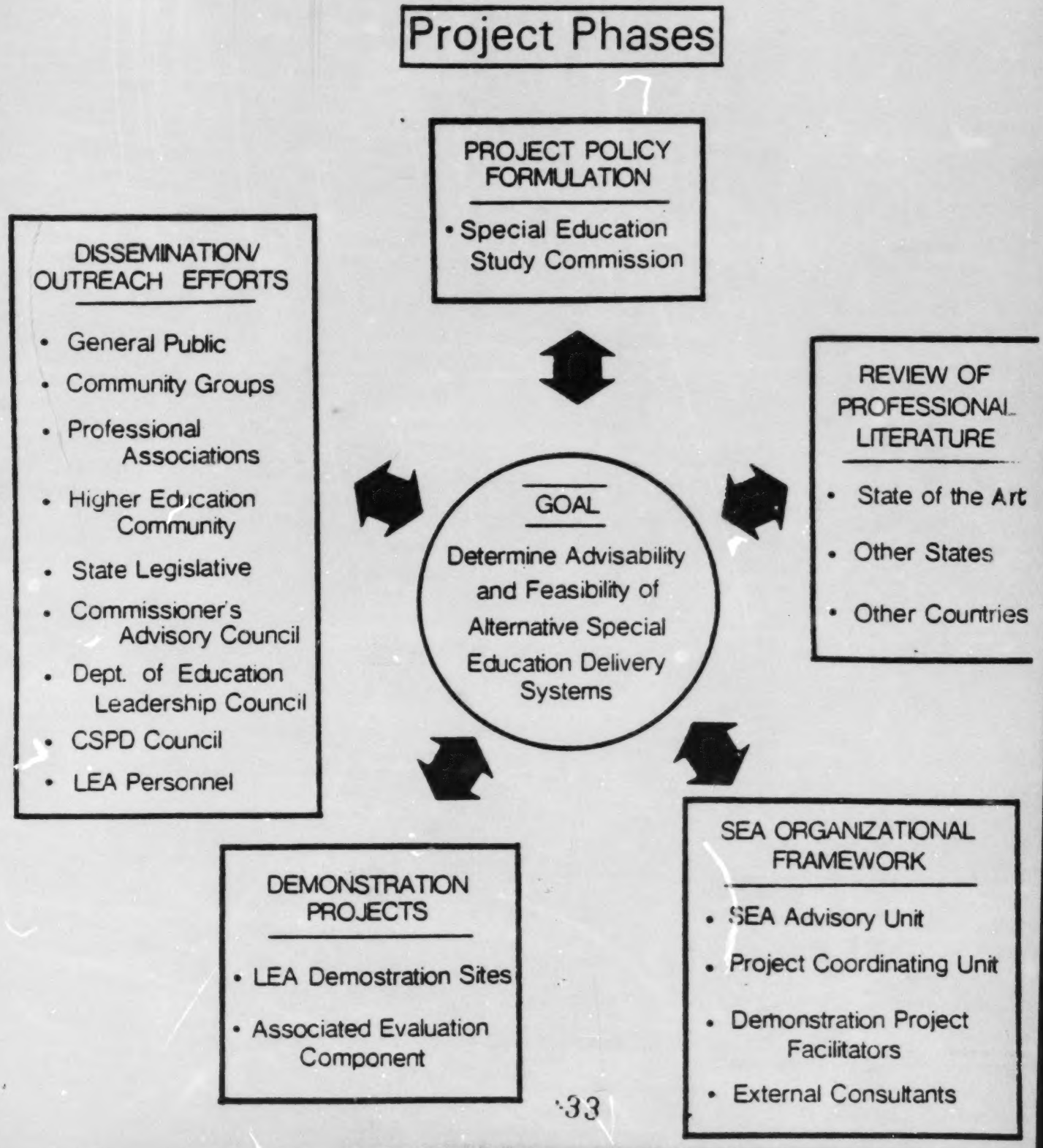
PROJECT TO STUDY ALTERNATIVE SPECIAL EDUCATION SERVICE DELIVERY SYSTEMS

Project Phases



Special Education Study Commission

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Project To Study The Effectiveness of Alternative Special Education Service Delivery Systems

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